

# CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH  
DAN EKSPRESI KREATIF  
ILMU PENDIDIKAN**

Teaching Dictation using Dictation Drills

Global Convergence of the Modified Fletcher-reeves  
Conjugate Gradient Method with the Modified Armijo-type Line Search

Membangun Mindset Entrepreneur pada Mahasiswa LPTK sebagai Alternatif  
Menyiapkan Lapangan Pekerjaan di Masa Depan

Pendidikan dalam Keluarga dan Keberhasilan Pendidikan Karakter

Peran Logika Politik dalam Kompetisi Politik

Verb Processes in English Sentences of the Books of Art

Penguatan Partisipasi Politik Masyarakat dalam Pemilihan Umum

Seleksi Calon Mahasiswa Baru terhadap Kualitas Lulusan

Improving the Skill in Writing Descriptive Paragraph  
of English Education Department Students

Identifikasi Kesulitan Belajar bagi Mahasiswa

Pengaruh Motivasi Kerja terhadap Produktivitas Kerja Karyawan

The Influence of TAI Method in Teaching Reading  
of Procedure Text for SMP Students

Pengaruh Penggunaan Metode Kontekstual Bermedia VCD  
dan Keterampilan Belajar terhadap Prestasi Belajar

Keterkaitan antara Berpikir Kreatif dan Produk Kreatif Guru Matematika SMP  
dalam Membuat Soal Matematika Kontekstual

Errors on Writing Made by the Students of Law Faculty

# CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober

Terbit pertama kali April 1999

## **Ketua Penyunting**

Kadeni

## **Wakil Ketua Penyunting**

Syaiful Rifa'i

## **Penyunting Pelaksana**

R. Hendro Prasetianto

Udin Erawanto

Riki Suliana

Prawoto

## **Penyunting Ahli**

Miranu Triantoro

Masruri

Karyati

Nurhadi

## **Pelaksana Tata Usaha**

Yunus

Nandir

Sunardi

---

**Alamat Penerbit/Redaksi:** STKIP PGRI Blitar, Jalan Kalimantan No. 49 Blitar, Telepon (0342)801493. Langganan 2 nomor setahun Rp 50.000,00 ditambah ongkos kirim Rp 5.000,00. Uang langganan dapat dikirim dengan wesel ke alamat Tata Usaha.

---

**CAKRAWALA PENDIDIKAN** diterbitkan oleh Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Blitar. **Ketua:** Dra. Hj. Karyati, M.Si, **Pembantu Ketua:** M. Khafid Irsyadi, ST.,S.Pd

---

Penyunting menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang-dalam jurnal ini. Naskah yang masuk ditelaah oleh Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Penyunting melakukan penyuntingan atau perubahan pada tulisan yang dimuat tanpa mengubah maksud isinya.

---

# CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 16, Nomor 1, April 2014

## Daftar Isi

Teaching Dictation using Dictation Drills .....	1
<i>Annisa Rahmasari</i>	
Global Convergence of the Modified Fletcher-reeves Conjugate Gradient Method with the Modified Armijo-type Line Search .....	8
<i>Dahliatul Hasanah</i>	
Membangun Mindset Entrepreneur pada Mahasiswa LPTK sebagai Alternatif Menyiapkan Lapangan Pekerjaan di Masa Depan .....	17
<i>Ekbal Santoso</i>	
Pendidikan dalam Keluarga dan Keberhasilan Pendidikan Karakter .....	25
<i>Endang Wahyuni</i>	
Peran Logika Politik dalam Kompetiisi Politik .....	31
<i>Miranu Triantoro</i>	
Verb Processes in English Sentences of the Books of Art .....	37
<i>Rainerius Hendro Prasetyanto</i>	
Penguatan Partisipasi Politik Masyarakat dalam Pemilihan Umum .....	43
<i>Udin Erawanto</i>	
Seleksi Calon Mahasiswa Baru terhadap Kualitas Lulusan .....	51
<i>Agus Budi Santosa</i>	
Improving the Skill in Writing Descriptive Paragraph of English Education Department Students .....	58
<i>Astried Damayanti</i>	
Identifikasi Kesulitan Belajar bagi Mahasiswa .....	67
<i>Karyati</i>	
Pengaruh Motivasi Kerja terhadap Produktivitas Kerja Karyawan .....	72
<i>Ninik Srijani</i>	
The Influence of TAI Method in Teaching Reading of Procedure Text for SMP Students	80
<i>Saiful Rifa'i</i>	
Pengaruh Penggunaan Metode Kontekstual Bermedia VCD dan Ketwrampilan Belajar terhadap Prestasi Belajar .....	86
<i>Sudjianto</i>	
Keterkaitan antara Berpikir Kreatif dan Produk Kreatif Guru Matematika SMP dalam Membuat Soal Matematika Kontekstual .....	97
<i>Suryo Widodo</i>	
Errors on Writing Made by the Students of Law Faculty .....	110
<i>Varia Virdania Virdaus</i>	

## Petunjuk Penulisan Cakrawala Pendidikan

1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas kuarto, panjang 10–20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word*.
2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
3. Semua karangan ditulis dalam bentuk *esai*, disertai judul subbab (*heading*) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

### **PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)**

#### **Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)**

#### ***Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)***

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

Anderson, D.W., Vault, V.D., dan Dickson, C.E. 1993. *Problems and Prospects for the Decades Ahead: Competency Based Teacher Education*. Berkeley: McCutchan Publishing Co.

Huda, N. 1991. *Penulisan Laporan Penelitian untuk Jurnal*. Makalah disajikan dalam Lokakarya Penelitian Tingkat Dasar bagi Dosen PTN dan PTS di Malang Angkatan XIV, Pusat Penelitian IKIP MALANG, Malang, 12 Juli.

Prawoto. 1988. *Pengaruh Penginformasian Tujuan Pembelajaran dalam Modul terhadap Hasil Belajar Siswa SD PAMONG Kelas Jauh*. Tesis tidak diterbitkan. Malang: FPS IKIP MALANG.

Russel, T. 1993. An Alternative Conception: Representing Representation. Dalam P.J. Black & A. Lucas (Eds.). *Children's Informal Ideas in Science* (hlm. 62-84). London: Routledge.

Santosa, R. Gunawan. 2002. *Aplikasi Teorema Polya Pada Enumerasi Graf sederhana*, (online), (<http://home.unpar.ac.id/integral.pdf.html>, diakses 29 Desember 2006)

Sihombing, U. 2003. *Pendataan Pendidikan Berbasis Masyarakat*. <http://www.puskur.or.id>. Diakses 21 April 2006

Zainuddin, M.H. 1999. Meningkatkan Mutu Profesi Keguruan Indonesia. *Cakrawala Pendidikan*, 1(1):45–52.

6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

# TEACHING DICTATION USING DICTATION DRILLS

**Annisa Rahmasari**  
STKIP PGRI Blitar  
kunisjaya@yahoo.com

**Abstrak:** Sebagaimana yang kita ketahui bahwa dictation adalah bagian dari strategi pemahaman *listening*. *Dictation* adalah dimana mahasiswa menerima beberapa pengucapan, menyimpannya beberapa saat di memori mereka dan kemudian menuliskan apa yang mereka dengar tadi. *Dictation* lebih sering diasosiasikan dengan metode-metode pengajaran tradisional, dan lebih kepada pengujian-pengujian daripada pengajaran. Mahasiswa sering memiliki banyak kesulitan ketika mereka mendapatkan tes *dictation* pertama mereka sehingga dosen menerapkan *dictation drills* agar mereka menguasai atau melatih kemampuan mereka dalam menangkap tidak hanya kata-kata yang di dengar tetapi juga ide-ide yang terdapat dalam teks dengan menuliskannya secara akurat dan dengan ejaan yang benar. Metode. *Dictation drills* tersebut adalah antara lain *dicto-comp*, *cloze dictation*, *mutual dictation* dan *words-dictation-story*.

**Kata kunci:** dictation, dictation drills

**Abstract:** As we know that dictation is a part of the listening comprehension strategies. Dictation is where the students accept some spoken input, keep this in their memory for a second and then write what they heard. Dictation is often associated with more traditional teaching methods, and with testing rather than teaching. Students have many difficulties when they have their first dictation test so the lecturer applies dictation drills in order to make students master their skill in catching not only words but also idea from the text by writing them in good spelling. There are dicto-comp, cloze dictation, mutual dictation and words-dictation-story.

**Key words:** dictation, dictation drills

## INTRODUCTION

Teaching dictation is not easy and simple like I imagine before, especially for the second-year students of STKIP PGRI BLITAR. I am sure that they can catch what I read because at the first and second semesters, they have been taught about grammar/structure and also they have practiced their listening, writing and reading comprehension but I cannot

just read some words or texts and then I ask them to write of what they have heard. Of course, it still makes them get difficulties. Surely they cannot write the words or phrases in the text correctly and perfectly if I do not know appropriate ways or techniques to teach dictation well. In fact, in my dictation class, there are still many students who cannot write my dictated words or phrases well.

## Dictation

First of all, what is dictation actually? Some of us may remember dictation from our schooldays with pleasure; some may have felt boring, while some may have found it an encouraging exercise. In many cases the teacher probably read us the text, dictated it, and then read it a third time so we could check through. To many people this, nothing else, is dictation (Davis and Rinvoluceri, 1985). Dictation is also defined as the action of speaking so that somebody can write what one says; a test in which people have to write down a passage that is read aloud, as a way of helping them to learn a language (Oxford Advanced Learner's Dictionary of Current English, 1995).

Dictation was described as an assessment of the integration of listening and writing, but it was clear that the primary skill being assessed is listening. Dictation is simply the rendition in writing of what one hears aurally. Some students still cringe at the thought of having to render a correctly spelled, verbatim version of a paragraph or story recited by the lecturer. Dictations were thought to be not much more than glorified spelling tests. However, the required integration of listening and writing in a dictation, along with its presupposed knowledge of grammatical and discourse expectancies, brought this technique back into vogue (Brown, 2004).

Brown (2004) also states that the difficulty of a dictation task can be easily manipulated by the length of word groups (or *bursts*, as they are technically called), the length of the pauses, the speed at which the text is read, and the complexity of the discourse, grammar, and vocabulary used in the passage.

There are two problems in teaching dictation. They are grammatical error and pronunciation. Students often misunderstand what they have heard with what the teacher intends. For example: when the teacher reads 'I can't do it' the students may write 'I can do it'. In the other hand, the pronunciation and the spelling are often not consistent in English like 'beat' and 'need', they have the same vowel /i/ but in writing they have different letters. 'ea'

and 'ee'. It often makes students find difficulties and make them doubtful of what they should write, this or that.

## Dictation Drills

In order that the students can write the words or texts that I read, below are some techniques to give dictation:

### Dicto-comp

Dicto-comp is a kind of a controlled writing form. Here, a paragraph is read at normal speed, usually two or three times, and then we ask students to rewrite the paragraph from the best of their recollection. In one of several variations of the dicto-comp technique, we, after reading the passage, distribute a handout with key words from the paragraph, in sequence, as cues for the students. In either case, students must internalize the content of the passage, remember a few phrases and lexical items as the key words, and then recreate the story in their own words (Brown, 2004).

### Cloze dictations or partial dictations

Cloze dictations or partial dictations require the students to listen to a story, monologue, or conversation and simultaneously read the written text in which selected words or phrases have been deleted (Brown, 2004). Cloze procedure is most commonly associated with reading only. In its generic form, the test consists of a passage in which every *n*th word (typically every seventh word) is deleted and the students are asked to supply an appropriate word. In a cloze dictation, the students see a transcript of the passage that they are listening to and fill in the blanks with the words or phrases that they hear. Other cloze dictations may focus on a grammatical category such as verb tenses, articles, two-word verbs, prepositions, or transition words/phrases.

### Mutual dictation

This exercise involves students in combining two part texts into one continuous piece.



Teacher copies of gabbeb text A and gabbed text B opposite. Teacher asks them to sit facing each other in pairs (the front row turned round and faced the second row). Then teacher gives person A in each pair a version A sheet and person B a version B sheet. Teacher tells the students each has half the text. They have to try not to look at each other's sheet. A dictates and B writes, then B dictates and A writes the passage and so on until the story is complete. Finally they show each other their sheets to check for accuracy.

### Words-Dictation-story

Teacher gives students the lists of words based on a passage and then teacher reads the passage twice. First, they have to listen the reading and get the point of the text and the second, they have to write the sentences one by one or sentence by sentence.

### Syllabus for Dictation Class

1. Instructional objectives
  - a. Students are able to correctly write words and phrases being dictated.
  - b. Students are able to perfectly write clauses and sentences being dictated.
  - c. Students are able to correctly complete unfinished paragraphs.
2. Instructional material
  - a. Parts of speech (word, phrase, and clause)
  - b. Sentences (simple, compound, and complex sentence)
3. Techniques
  - a. Dicto-comp
  - b. Cloze dictation or partial dictation
  - c. Mutual dictation
  - d. Words-dictation-story
4. Assessment
  - a. Completion type
  - b. Dictation test
5. Scoring criterion
 

One filler is scored 1 point.

### TEACHING AND LEARNING ACTIVITIES

Dictation drill is my first technique that I gave to my students in my dictation class after I found out that they got bad scores in their first dictation test at our first meeting. Then I thought that they needed way to improve not only their scores in dictation but also their comprehension. I decided to apply dictation drills before I gave them another dictation tests. I reminded them about part of speech especially in word, phrase and clause/sentence and also their pronunciation.

On the second meeting, I explained them about kinds of word and then I gave them dictation test about words that they have learned before. This activity occurred in the next two meetings. Every meeting, I dictated different kinds of word such as noun, verb, and then adjective. First, I read a passage twice in a normal speech in order they can catch the story. Then I dictated them the words of the passage. Below are one of the examples of the passage and the list of words that I dictated to my students:

*The living and non living things in any area form a community called an ecosystem. They act on one another in many ways. Two of the most important ways are through food chains and chemical cycles.*

*Life could not exist without energy from the sun. The sun's energy travels to earth as light. It affects plants and animals through chemical processes. All plants and animal are linked together in these processes. The sun's energy flows through all of them in a continuing path called a food chain.*

*Plant-eat animals, or herbivores, consume the plants. In their own bodies, these animals reorganize the chemicals in the plants and use them as nourishment. The same thing happens when a plant eating animal, such as a rabbit, is eaten by a meat-eating animal, or carnivore, such as a fox. Animals that eat both plants and meat are called omnivores.*

*A certain process takes place when living things die. Bacteria and fungi break the chemical compounds down into simple nutrients. This process is called decomposition. The*

Noun	Adjective	Verb
Things, Community, Ecosystem, Ways, Chains, Cycles, Energy, Sun, Food, Path, Herbivores, Bodies, Nourishment, Carnivores, Omnivores, Bacteria, Fungi, Nutrients, Decomposition, Soil	Important, Chemical, Same, Simple, Down	Form, Called, Act, Exist, Travels, Affects, Linked, Flows, Consume, Reorganize, Use, Happens, Eaten, Takes, Break

**Table 1 List of words**

Noun Phrase	Adjective Phrase	Verb Phrase
1. Natural resources	1. Very few	1. Decrease relatively
2. The world	2. Financially independent	2. Tends to make
3. The relation	3. Intolerably difficult	3. Is compelled to work
4. Growing population	4. More abundant than	4. Be precarious
5. Permanent menace	5. Already unfavorable	5. Presses hard
6. Democratic institution		
7. Personal liberty		
8. An unfavorable relationship		
9. Little pay		
10. An overcrowded country		
11. The general economic situation		

**Table 2a. List of Phrases**

*nutrients from decaying animals enter the soil, where they are used again by plants. (Taken from Nursahid and Mutaqin, 2005:171)*

On the fifth day, we discussed about phrases and their types. There are eleven kinds of phrases but here I just discussed only four phrases (noun phrases, adjective phrase, adverbial phrase and verb phrase). Then I gave them the test again. Like in the previous test, I read them a passage twice in a normal speed. Then I dictated them the phrases. Below are one of the examples of the passage and the phrases:

*Population increase and decrease relatively not only to one another, but also to natural resources. In most parts of the world, the relation between population and resources is already unfavorable in the future.*

*Growing population in the midst of growing poverty constitutes permanent menace to peace. And not only to peace, but also democratic institutions and personal liberty. For*

*over population is not compatible with freedom.*

*An unfavorable relationship between numbers and resources tends to make the earning of a living almost intolerably difficult. Labor is more abundant than goods and the individual is compelled to work long hours for little pay.*

*In an overcrowded country, very few people own enough to make them financially independent. Moreover, in any country where population presses hard upon natural resources, the general economic situation is apt to be precarious. (Taken from Nursahid and Mutaqin, 2005:171 )*

On the sixth meeting, I asked one of them to dictate their own friends still about phrases. The phrases are a little bit longer than before and I want to know, how far they can catch the phrases from their own friend. This activity happened to the next three meetings with different dictator in each day and also with the



No	Phrases	No	Phrases
1	A very good text book	11	An old catholic church
2	A large piece of white cloth	12	A dirty pair of shoes
3	Mary's new China doll	13	The Crystal Palace Exhibition
4	A very naughty boy	14	A white linen table cloth
5	Nearly the whole day	15	An oak desk with drawers
6	An empty cup and saucer	16	Two public telephones on Platform
7	A heavy lorry with a load	17	A Lux soap flake packet
8	A bottle of Scotch whisky	18	An electric light with a shade
9	The hand's of my friend's clock	19	Granny's favourite arm chair
10	A dirty straw hat	20	A large blackberry and apple pie

**Table 2b. List of phrases**

Simple sentence	Compound sentence	Complex sentence
1. She looks very tired.	1. They had dinner at a restaurant and then went to a show.	1. When he saw us, he ran away.
2. This bread seems very stale.	2. It was very cold so she lit the sitting-room fire.	2. If you like, I will send the car for you.
3. She has pretty hair.	3. She signed the letter, folded it, and put it in an envelope.	3. As she was coming down the stairs, her foot slipped.
4. He's never sure.	4. I've just been into a shop and bought a watch, and walked out without paying for it.	4. After we have had our dinner, we can sit in the garden.
5. I only had three.	5. We can meet in my office at five and talked about it there.	5. In spite of the rain, they all came as they had promised.

**Table 3. List of clauses**

longer phrases day by day. Below is one of the examples of phrases:

In the ninth meeting, we discuss about sentence and the kinds of sentence like simple sentence, complex sentence and compound complex sentence. Then I gave them a test about simple sentence in that day then for the complex sentence and the compound complex sentence, I dictated them on the next two meetings. Below are the examples of simple sentence, compound sentence, and complex sentence:

On the twelfth, thirteenth, and fourteenth meetings, I gave them a test in the form of paragraph using dicto-comp and cloze dictations or partial dictations. In this meeting, I dictated a passage thrice. First, in a normal speed, second slower than before and then the third with certain pause. Here is the example of the passage:

*One of the most popular movies of 2001 was about young boy named Harry Potter. Harry Potter is a wizard, so he has special magic powers. He can fly, he can make people disappear and he can make things move without touching them. Many people would like to be like Harry Potter, but there are a few people who really can do some amazing things. These people are called magicians.*

*The most successful magician in the world is David Copperfield. David Copperfield can do some great tricks. In 1983, he made the statue of Liberty disappear. In 1986, He walked through the Great Wall of China. He can also fly, just like Harry Potter. Millions of people like to watch him, but nobody knows how he does his amazing tricks.*

*David Copperfield was always good at magic. He started when he was only ten years old, and he had his first job as a magician*

when he was twelve. When he was sixteen, he was teaching magic at New York University. Soon after that, in 1977, he had his own magic show on TV. For more than twenty years, he has traveled around the world surprising people with his tricks.

These days, people don't really believe in magic. We know that David Copperfield is fooling us with very clever tricks. But don't ask him now. It's secret!. (Taken from Nursahid and Mutaqin, 2005:180)

round and faced the second row). Then I gave person A in each pair a version A sheet and person B a version B sheet. I told the students each has half the text. They had to try not to look at each other's sheet. A dictated and B wrote, then B dictated and A wrote the passage and so on until the story was complete. Finally they showed each other their sheets to check for accuracy. Below are the examples of the passage (Taken from Davis and Linvoluceri, 1985: 71):

**TEXT A**

It was a \_\_\_\_\_ and the bus was \_\_\_\_\_.  
 There was a tall, handsome man standing \_\_\_\_\_  
 \_\_\_\_\_. Sitting \_\_\_\_\_ him there was a \_\_\_\_\_  
 \_\_\_\_\_. The \_\_\_\_\_ still \_\_\_\_\_ a long \_\_\_\_\_ to do. He \_\_\_\_\_  
 talking to the \_\_\_\_\_. He tells \_\_\_\_\_ that he is very wealthy. \_\_\_\_\_  
 pricks \_\_\_\_\_ up. He talks to her \_\_\_\_\_  
 \_\_\_\_\_ she looks at him \_\_\_\_\_  
 Tells her \_\_\_\_\_ and \_\_\_\_\_. She \_\_\_\_\_  
 Him with tender \_\_\_\_\_. Finally he tells her he \_\_\_\_\_  
 a \_\_\_\_\_.  
 The man says: ' \_\_\_\_\_ ' \_\_\_\_\_ the bus at \_\_\_\_\_  
 \_\_\_\_\_ then we \_\_\_\_\_ ' \_\_\_\_\_ up and gets \_\_\_\_\_ the bus.  
 \_\_\_\_\_ does not \_\_\_\_\_ has taken \_\_\_\_\_ !.

**TEXT B**

\_\_\_\_\_ very hot day \_\_\_\_\_ very crowded.  
 \_\_\_\_\_, \_\_\_\_\_  
 near the front of the bus. \_\_\_\_\_ near \_\_\_\_\_  
 \_\_\_\_\_ beautiful girl. \_\_\_\_\_ man \_\_\_\_\_ had \_\_\_\_\_ journey \_\_\_\_\_  
 \_\_\_\_\_ begins \_\_\_\_\_ girl. \_\_\_\_\_ her \_\_\_\_\_  
 \_\_\_\_\_ She \_\_\_\_\_ her ears \_\_\_\_\_  
 \_\_\_\_\_ about his big farm- \_\_\_\_\_  
 with real interest. He \_\_\_\_\_ that he is sad \_\_\_\_\_ lonely.  
 \_\_\_\_\_ looks at \_\_\_\_\_ sympathy. \_\_\_\_\_  
 \_\_\_\_\_ needs \_\_\_\_\_ wife.  
 \_\_\_\_\_: 'Let's get off \_\_\_\_\_ the next  
 stop- \_\_\_\_\_ can talk.' She gets \_\_\_\_\_ off \_\_\_\_\_  
 She \_\_\_\_\_ look behind her. He \_\_\_\_\_ her seat!.

In the thirteenth meeting, I used mutual dictation. It is a kind of cloze dictations or partial dictations. This exercise involves students in combining two similar texts into one continuous piece (Davis and Rinvoluceri, 1953). I prepared copies of gapped text A and gapped text B opposite. I asked them to sit facing each other in pairs (the front row turned

And for the fourteenth meeting, I used *words-dictation-story* technique for them. In this activity, I gave them lists of words based on a passage and then I read the passage twice. First, they had to listen my reading and got the point of my text and the second, they had to write the sentences one by one or sentence by sentence. Like the example below (Taken from Davis and Linvoluceri, 1985: 81):

## GIOVANNI

when got room his  
 shut the into Door  
 and he put music  
 on some banging Behind  
 table went dinning stand  
 Giovanni him upstairs It  
 couldn't left she family  
 any to longer all  
 down called they Eat  
 mum didn't long take  
 start dad got arguing  
 said sat kitchen Hello  
 a was home having  
 heated with exchange Teacher  
 getting rather history more  
 upset

## CONCLUSION

Although there are many problems in teaching dictation, like grammatical error and the pronunciation, there are also some techniques and ways to overcome those problems. Those techniques are dictation drills, mutual dictation, words-dictation-story, dicto-comp and cloze dictations or partial dictations. *Dictation drills* have a great part on my teaching and learning activity. With drills, they can follow my test step by step, explaining the material from simple part to complex part. *Dicto-comp* also has good effect for the students for grasping the content of texts. Whereas *cloze dictations* is the way how far students can fill incomplete texts or unfinished paragraphs. *Mutual dictation* and *words-dictation-story* can also become an option in teaching and learning activities. They practice students not only grasping the content but also the accu-

racy of writing on the unfinished paragraphs. All those techniques can help students so they can perfectly and correctly do dictation tests better and better day by day.

## REFERENCES

- Allen, W. Stannard. 1956. *Living English Speech*. Longmans, Green and Co. London.  
 Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. Longman. San Fransisco State University.  
 Davis, Paul and Rinvoluceri, Mario. 1985. *Dictation*. Cambridge University Press. London.  
 Hornby A S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press.  
 Nursahid and Mutaqin, Alfian. 2005. *New Light: Contextual Approach to Learning English for Senior High School (SMA & MA)*. PT Pabelan Cerdas Nusantara. Solo.